

Book Trailer Rubric

	Exceeds Standard	Meets Standard	Needs Improvement	Comments/Feedback	
				Teacher	Peer
Planning					
Storyboard	Is easy to read. All elements are so clearly written, labeled or drawn so that another person could create the trailer. Is complete with sketches for each section, detailed notes about scenes, transitions, special effects, sound, etc.	Is easy to read. Most elements are clearly written, labeled or drawn so that another person might be able to create the trailer after asking one or two questions. Is complete with sketches and notes on scenes, transitions, special effects, sound, etc.	Is hard to read with rough drawings and labels. Would be difficult to create this trailer without asking a lot of questions. Has limited sketches and notes on titles, transitions, special effects, sound, etc.		
Content Organization					
Transitions	Information presented in a logical interesting sequence. Easy to follow. Ideas are connected with smooth, effective transitions.	Information presented in a logical sequence. Easy to follow. Ideas are connected with transitions.	Difficult to follow. Little to no sequence of information or ideas. Little or no evidence of transitions.		
Hook	Hooks are used throughout the whole trailer to build interest.	Includes a hook that grabs the attention of the audience.	No hook evident. <i>(For example, the trailer is just a collection of facts, or a summary of the book.)</i>		
True to Book	Conveys the mood, theme and setting of the book to create an emotional response through selection of events/details included. Provides enough information about the book to peak interest without giving away story line.	Reflects the mood, theme and setting of the book and includes important details. Provides enough information about the book to peak interest without giving away story line.	Tells too much of the story and/or includes details that are unimportant and/or misleading about the book.		

Persuasive	Audience wants to run out and read the book immediately.	Convinces audience that the book is worth reading.	Is not persuasive in convincing audience to read the book.		
Copyright	All photos, graphics and sound are either original or permission for use is documented.	All photos, graphics and sound are either original or permission for use is documented.	Little or no reference to copyright information for photos, graphics and music.		
Production Quality					
Graphics	Purposefully used to create an emotional response. (<i>Example: An image that connects to audience's background knowledge to trigger emotion</i>). They assist in presenting overall theme. Appeal to the audience and enhance trailer. Complement and work well with audio. Help to explain and reinforce key content.	Assist in presenting overall theme. Complement and work well with audio. Help to explain and reinforce key content.	Unrelated to the overall theme. Do not enhance the content of the trailer.		
Audio (Music/Sound/ Narration)	Clear and effectively assists in communicating theme, mood and setting. Aligns with graphics. Creative use of sound effects enhances the trailer (<i>Example: Music or sound that connects to audience's background knowledge to trigger emotion</i>) Narration is fluent and expressive with appropriate intonation.	Clear and assists in communicating theme, mood and setting. Kept in balance and does not overpower the primary audio. Narration is fluent and expressive with appropriate intonation.	Cut off and inconsistent. Insufficiently communicates the theme, mood, and setting. Narration is choppy, awkward and not practiced.		
Pacing	Fits the storyline and builds mood. Segments are just long enough to make each point clear.	Fits the storyline and moves at a steady pace, fast enough to hold audience interest and slow enough to tell the complete story.	Is either too long and does not advance the storyline or too quick to assist in telling the story.		

Communication and Collaboration

Respectful and Courteous Communication	<p>Seeks others ideas and contributions.</p> <p>Keeps to topic of discussion</p> <p>Paraphrases and asks for clarification.</p> <p>Makes reasoning process clear (why he/she agrees or disagrees).</p> <p>Gives examples of evidence to support ideas.</p> <p>Invites comments on own views/ideas.</p> <p>Identifies how ideas of others have helped develop own understanding or completion of group's task.</p>	<p>Reasoning for agreement or disagreement sometimes confusing or unclear.</p> <p>Contributes ideas.</p> <p>Receives comments on own ideas in a comfortable way.</p> <p>Acknowledges contributions of others.</p> <p>Keeps to topic.</p> <p>Encourages others to contribute.</p>	<p>Criticizes ideas.</p> <p>Uses "put downs", inappropriate humor or sarcasm.</p> <p>Ideas presented are off topic.</p> <p>Interrupts others when speaking.</p>		
Build on the Contributions of Others	<p>Extends another's response/conclusion by adding further information.</p> <p>Asks for justification or elaboration of ideas.</p> <p>Integrates ideas.</p> <p>Offers different viewpoints on a topic.</p> <p>Speaks to both sides of an issue or topic.</p>	<p>Asks for explanation of ideas.</p> <p>Supports ideas of others.</p>	<p>Repeats own ideas.</p> <p>Adds ideas that are not related to the topic.</p>		
Working with Others Contributes to Groups Effectiveness	<p>Stays focused on the task and what needs to be done.</p> <p>Assumes responsibility for completing assignments.</p> <p>Completes assignments on time.</p> <p>Reflects on contribution to the group and identifies areas for self improvement and group contribution.</p>	<p>Accepts responsibility for competing tasks.</p> <p>Needs reminders to complete assignments.</p> <p>Sometimes distracted but is able to get refocused with gentle reminder from group member.</p> <p>Asks for help when needed.</p> <p>Offers procedures and ideas on how to complete the given task.</p>	<p>Reluctant group participant.</p> <p>Actions distract from group's progress.</p> <p>Uncomfortable with sharing ideas in a large.</p> <p>Easily distracted from task at hand.</p>		